

GRADE 1 – UNIT 1 Connecting to Our World	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<i>Stellaluna</i> 550L Literary Text Supporting Text “Dragons and Giants,” from <i>Frog and Toad Together</i> by Arnold Lobel 450L	<i>Elephants and Their Calves</i> 370L Informational Text Supporting Text <i>What Do You Do with a Tail Like This?</i> by Steve Jenkins & Robin Page 620L
Student Resources / Poetry Collection	Student Resources / Poetry Collection
Poetry <ul style="list-style-type: none">“Batty” by Shel Silverstein“The Little Birds” by Anonymous	Poetry <ul style="list-style-type: none">“The Elephant” by Arnold Sundgaard“The Caterpillar” by Christina Rossetti
Standards Highlights	Standards Highlights
Characters Recount Narrative	Main Idea Questions and Answers Informative
GOALS	GOALS
Readers will retell stories, including key details, and demonstrate understanding the central message or lesson. Writers will write a narrative story in which they recount one or more sequenced events, and in which setting plays a role. Learners will recognize important relationships between characters.	Readers will read informational texts in search of answers to questions. Writers will create one informational piece on a topic they are interested in learning more about. Learners will explore a variety of informational texts while asking and answering questions.
Big Idea and Content Connection	Big Idea and Content Connection
Connections/Relationships	Connections/Relationships Science Content Connection 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
Enduring Understandings	Enduring Understandings
Readers understand that they improve their comprehension by identifying and understanding the story elements of a text. Writers understand that details play a role in explaining characters, central message and setting of the story. Learners understand that characters relate to one another.	Readers understand informational text is written differently than literary text and makes different demands on the reader. Writers understand that different genres have different structures and conventions. Learners understand that living things have certain behaviors that shape them and allow them to survive.
Essential Questions	Essential Questions
Reading: What makes a good retelling? Writing: How do writers create interesting characters?	Reading: How do text features in an informational text help readers understand the main topic and key details in a the story? Writing: How does the organizational structure of question and answer help a writer explain information?
Sample Writing Activities	Sample Writing Activities
1. Students will retell the story <i>Stellaluna</i> by acting out the story. [L1] They will then write a recount that includes key details [L2 and L3]. L3 is Formative Assessment point. 2. Students will write a narrative that describes a relationship between two characters we’ve read about, <i>Stellaluna</i> and <i>Frog</i> , for example. They write details about what the characters in their story do or feel as they work on their stories. [L4–13] Formative Assessment is at L7 3. Student will share their opinion of one or more of the characters in <i>Stellaluna</i> or “Frog and Toad.” [L9] 4. Students will write or dictate a strong ending for their stories about a friendship between two characters. [L10]	1. After listening to <i>Elephants and Their Calves</i> , students will practice asking and answering questions about it with a partner. Students will then add to their Q&A book 2 facts they have learned about how elephant parents help their calves survive and include one text feature. [L6] 2. Students will think about the facts they have learned in the books <i>Elephants and Their Calves</i> and <i>What Do You Do With a Tail Like This?</i> Students will use the information from both texts to share something they learned about elephants, using words and pictures. [L9] 3. Animal Poster: What are three ways that animals use their body parts to survive? Children will do shared research on an animal that they want to know more about. If possible, they use the books and Internet site listed at the back of <i>Elephants</i> book. They use information they find to create a poster. [L12]

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

PBA Description	PBA Description
<p>Task: Life Lessons</p> <p>"How can we be so different and feel so much alike?" one asks. "And how can we feel so different and be so much alike?" asks another. "I agree," Stellaluna responds. "But we're friends. And that's a fact."</p> <p>Students will think about the themes and lessons learned by the characters in <i>Stellaluna</i> and Frog and Toad. Students will then think about themselves and when they learned the meaning of friendship.</p> <p>Students will then write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure, about a friendship.</p> <p>Students will present their stories to the class.</p>	<p>Task: Animal Q & A</p> <p>Students will write a question and answer book, with guidance and support from adults, about an animal and its environment. The book will use facts from <i>Elephants and Their Calves</i> or <i>What Do You Do With a Tail Like This?</i> and include two text features that will help the reader understand the information.</p> <p>Student booklets will include pictures, captions, drawings, headings, and text that answers the questions created.</p> <p>The teacher will scan the booklets and create an informational presentation on animals and their environments. The students can record themselves reading their booklet.</p> <p>The final presentation will be shared with an authentic audience.</p>
Standards Addressed	Standards Addressed
<p>Reading: RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story using key details. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>Writing: W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening: SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. follow agreed-upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion) b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>	<p>Reading: RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Writing: W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening: SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. follow agreed-upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion) b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>
PBA Target Standards	PBA Target Standards
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>

GRADE 1 – UNIT 2 BECOMING A CLASSROOM CITIZEN	
Module A	Module B
Anchor and Supporting Texts	
<p><u>Anchor Text (in Text Collection):</u> Literary Text (fiction) A Fine, Fine School, by Sharon Creech (32 page book) 300L [Summary: A proud but overzealous principal decides to mandate additional school days on weekends, holidays, and during the summer, until one student teaches him that there are important things to learn outside of school.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) Recess Queen, by Alexis O’Neill AD450L (32 page book) [Summary: A recess bully is turned into a cooperative playmate when a new girl at school confronts her with kindness and invites her to jump rope.]</p>	<p><u>Anchor Text (tradebook):</u> Literary Nonfiction/Informational Text <i>It’s Back to School We Go!</i> by Ellen Jackson (32 page book) 760L [Summary: The selection portrays children from eleven countries experiencing their first day back at school. In each portrayal, a first-person narrative accompanies a page of interesting facts that provide information about and insight into each child’s culture.]</p> <p><u>Supporting Text (tradebook):</u> Informational Text <i>Going to School</i> by Margaret Clyne, Rachel Griffiths, and Cynthia Benjamin (24 page iOpener text) 590L [Summary: The text presents information about students in nine different countries around the world and includes facts about what they study, how they get to school, what they wear, and how they play.]</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
“Countdown to Recess” by Kalli Dakos “School Bus,” by Lee Bennett Hopkins	“Crayons,” by Jane Yolen “Numbers,” by Elizabeth Madox Roberts
Standards Highlight	Standards Highlight
Retell Story Elements Narrative/Info Differences Opinion	Main Topic illustrations and details Similarities and Differences two texts Explanatory
GOALS	GOALS
Readers will retell stories, including key details, and demonstrate understanding of their central message or lesson.	Readers will identify a main topic and retell key details using the text and illustrations.
Writers will formulate an opinion and supply reasons for the opinion.	Writers will create an explanatory text including facts about a topic, and some closure.
Learners will explore how children contribute to a classroom community as “classroom citizens”.	Learners will explore how children contribute to a global community as “child citizens”.
Big Idea and Content Connection	Big Idea and Content Connection
<p>Experiences Citizenship</p> <p>Social Studies Content Connection 1.4.a Citizenship begins with becoming a contributing member of a classroom community. 1.4.b Responsible traits of a citizen include respecting others, behaving honestly, helping others, and sharing needed resources.</p>	<p>Experiences Citizenship</p> <p>Social Studies Content Connection 1.3.c Students, teachers, and staff members are all citizens of the school community and have rights and responsibilities. 1.3.d As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.</p>
Enduring Understandings	Enduring Understandings
Readers understand that details in the text help them identify central message in the text. Writers understand that opinions are supported by reasons. Learners understand that citizenship begins with becoming a contributing member of the classroom community.	Readers understand that illustrations and details in the text help identify main ideas. Writers understand that facts help explain a topic. Learners understand that as global citizens, we are connected to people beyond our own communities and we have a shared responsibility to protect and respect our world.
Essential Question(s)	Essential Question(s)
Readers: How does a reader retell text to understand the central message? Writers: How do writers support an opinion?	Readers: How do readers use illustrations and details in informational texts? Writers: How do writers use what they read to share information about a topic?
Writing Activities	Writing Activities
1. Students will respond to Mr. Keene’s reaction to his school in <i>It’s a Fine Fine School</i> : “Oh,” he would say. “Aren’t these fine children? Aren’t these fine teachers? Isn’t this a fine, fine school? Students will imagine they are a character in the story and write what they would say back to Mr. Keene. [L3]	1. Students will write a report about their own school experiences, using pictures, facts and details. [L1–6; Formative Assessment in L6]
2. Students will write a book blurb for <i>A Fine, Fine School</i> , describing characters and main events, and giving their opinion of the book. (Lesson 5)	2. Students choose one child they read about and write what that child’s school day is like, using photos or drawings to make their points. [L7–8 and L10; Formative Assessment in L10]
3. Students will write a few sentences telling which book they liked	3. Students write and support an opinion about what it means to be a “global school citizen.” [L11]

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<div> <div> </div> <div> Grade 1, Unit 2 – Vertical Standards Map </div> </div> <div>DRAFT STAGE</div>	
<p>better, <i>A Fine, Fine School</i> or <i>The Recess Queen</i>, and telling why they liked it best. [opinion] (Lesson 10)</p> <p>4. Students will share an opinion of their idea of the ideal classroom environment and post it on a class site or on the wall. [L12]</p>	
PBA Description	PBA Description
<p>Task: Classroom Citizens</p> <p>Children will reflect on what they've learned about becoming a “classroom citizen” from their readings and discussions. Working in small groups, they will discuss how Tillie in <i>A Fine, Fine School</i> or Katie Sue in <i>The Recess Queen</i> were responsible, contributing members of their classroom communities.</p> <p>Each student will write an opinion piece that states an opinion of what it means to be a classroom citizen and supplies a reason for the opinion.</p> <p>Children will share their opinion pieces with the class. [Note: We are not assessing “providing a sense of closure” yet. That will be covered in Unit 3]</p>	<p>Task: Global School Citizens</p> <p>Using what they have learned and read about schoolchildren from around the world, children will choose one student from <i>It’s Back to School We Go!</i> or <i>Going to School</i>. Children will explain the similarities between their school lives and the school experience of the child they have chosen. The explanation will show that children all around the world are connected as global school citizens.</p> <p>The explanation will</p> <ol style="list-style-type: none"> focus on one child from the Module B texts provide facts and details about that child explain what is the same about being a student here and being a student in another part of the world. <p>Children will illustrate their writing with pictures showing themselves and their chosen student doing similar activities.</p>
Supporting Standards Taught	Supporting Standards Taught*
<p>Reading</p> <p>RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Writing</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>Reading</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Writing</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Speaking and Listening</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>
PBA Target Standards	PBA Target Standards
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout Year)

GRADE 1 – UNIT 3 Making Choices	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Literary Text (fiction) <i>My Rows and Piles of Coins</i> by Tololwa M. Mollel (Clarion Books, Houghton Mifflin, 32pp.) AD700L</p> <p>[Summary: After his father teaches him to ride a bicycle, a Tanzanian boy saves his coins to buy a bicycle of his own, so he can help his parents carry goods to market. Saruni patiently saves his money, frequently arranging and counting the coins he has earned. He discovers, however, that in spite of all he has saved, he still does not have enough money. A conclusion presents itself after Saruni speaks with his mother about his problem.]</p> <p><u>Supporting Text (tradebook):</u> Literary Text (fiction) <i>Lemonade in Winter</i> by Emily Jenkins (Random House, 32 pp.) 410L</p> <p>[Summary: Pauline and her little brother John-John are convinced that a stand selling lemonade and limeade will be just the thing in the middle of a bitter winter. Mom and Dad think otherwise. The siblings offer cartwheels, balloon decorations, and chants in addition to the tasty beverages, but in the end, their earnings total only four dollars. Pauline is unhappy because they did not make a profit, but their experience is priceless, and John-John makes his sister realize that they can still use the money they have to buy popsicles.]</p>	<p><u>Anchor Text or Supporting Text (in Text Collection):</u> Informational Text <i>Goods and Services</i> by Janeen R. Adil (Capstone Press, 24pp) 560L</p> <p>[Summary: The text introduces the idea of buying items and provides student-friendly examples that are both wants and needs. It defines and provides examples of goods and services, including those that come from the government. Students learn about producers and consumers as well as how earned income allows producers to become consumers, purchasing both items they need and want. A glossary is provided to reinforce terms.]</p> <p><u>Supporting Text (in Text Collection):</u> Narrative nonfiction <i>Supermarket</i> by Kathleen Krull (Holiday House, 32pp.) AD630L</p> <p>[Summary: This informational text explains how farmers make decisions about what they grow and conveys what happens at harvest time and how goods are transported to supermarkets. Students learn how farmers in early America produced and traded items, started using money, and created “mom-and-pop” stores. The text shows through text and illustrations how modern stores are worlds of their own, offering a stunning array of items for purchase. Text boxes on each page provide additional information about food and nonfood items, grocery store technology and processes (including electronic scanners), and characteristics of modern shoppers.]</p>
Student Resources/ Poetry Collection	Student Resources/ Poetry Collection
<p>Poetry</p> <ul style="list-style-type: none">“Mud Pies A Penny” by Alan Benjamin“My Lemonade Stand” by Rebecca Kai Dotlich	<p>Poetry</p> <ul style="list-style-type: none">“Food” by Meish Goldish“To Market, To Market” by Anne Miranda
Standards Highlight	Standards Highlight
Retell details/ Lesson Narrative Elements Word Choice	Facts & Details Images/illustrations Opinion
Goals	Goals
Readers will retell stories, including character, setting and major events, and demonstrate understanding of their central message or lesson.	Readers will state and explain the reasons an author gives to support points in a text.
Writers will create a narrative of an event in sequence using powerful words to show emotion.	Writers will compose an opinion and support the opinion by supplying a reason.
Learners will identify how characters make choices about how to spend money.	Learners will understand that people make decisions by considering choices.
Big Idea and Content Connection	Big Idea and Content Connection
<p>Choices Decisions</p> <p>Social Studies Content Connection 1.12.c Families and communities must make choices due to limited needs and wants and scarce resources, and these choices involve costs. 1.13.d People make decisions about how to spend the money they earn.</p>	<p>Choices Decisions</p> <p>Social Studies Content Connection 1.12.c Families and communities must make choices due to limited needs and wants and scarce resources, and these choices involve costs. 1.13.d People make decisions about how to spend the money they earn.</p>
Enduring Understandings	Enduring Understandings
Readers understand we can learn lessons through characters in stories.	Readers understand that the details in the text support the author’s main points.
Writers understand that word choice enables a reader understand a story.	Writers understand that an opinion has to be supported with a reason.
Learners understand that how people choose to use their resources can help them get what they want and need.	Learners will understand that people make decisions about how to spend what they earn.
Essential Question(s)	Essential Question(s)

<p>Readers: How can we learn lessons from fictional stories?</p> <p>Writers: How can word choice show feelings in writing?</p>	<p>Readers: How can we use the details in a text to identify the reasons an author gives to support his or her points?</p> <p>Writers: How can we use information to support an opinion?</p>				
<p>Writing Activities</p>	<p>Writing Activities</p>				
<p>1. The class will do a close read of page 9 in <i>My Rows and Piles of Coins</i>. Students will find the details that convey the setting, characters and emotions. In partnerships, students will chart these details. Students will then individually create a sketch and compose writing that depicts the character, in his setting, describing his emotions in this part.</p> <p>2. Students will create character trading cards that describe the characters in <i>Lemonade in Winter</i> or <i>My Rows and Piles of Coins</i>. Students will describe characters, setting and events, using words and phrases from the stories.</p> <p>3. Students will share their opinion on the ending of <i>My Rows and Piles of Coins</i> or <i>Lemonade in Winter</i>. Was this a satisfying ending? Why or why not?</p>	<p>1. Students will describe the connection between a need and a want by identifying the facts, details, and illustrations in the text. Students will also explain the difference between a want and a need.</p> <table><tr><td>Want</td><td>Need</td></tr><tr><td></td><td></td></tr></table> <p>2. Students will do a close read of the images from <i>Good and Services</i> and describe how the images support the text and how the illustrations helped them. Student will draw a picture and write a caption to explain their thinking.</p> <p>3. Students will consider the needs and wants of others. They will draw an image of something they wish someone had and express an opinion with a partner to explain their perspective.</p>	Want	Need		
Want	Need				
<p>PBA Description</p>					
<p>Task: Choices</p> <p>The stories in this unit teach readers about choices and making decisions.</p> <p>Students will write narratives about a time in their life when they had to make a choice. The students will recount two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide some sense of closure.</p> <p>Students will combine their narratives into a class book or presentation.</p>	<p>Task: Decisions</p> <p>The information in this unit teaches readers about needs and wants and about the decisions people make based on these needs and wants.</p> <p>Together as a class, students will decide on the things that they need or want for the classroom community; they will compose a list of these items. Based on the readings of the two texts, they might decide to save for what they need or want but also to give to someone else something they might need or want. Students will use this information to write an opinion piece.</p> <p>Each student will choose an item off of the class generated “Needs and Wants” list. They will write an opinion piece to support their belief that this item should be obtained by the class.</p> <p>Students will:</p> <ul style="list-style-type: none">introduce the need or wantstate their opinionsupply a reasoncreate a sense of closure.				
<p>Supporting Standards Taught*</p>					
<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>RI.1.3 Describe the connection between two ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1 a. follow agreed-upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.1.1 b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges</p>				
<p>PBA Target Standards</p>					
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>				

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<div> <div> </div> <div> Grade 1, Unit 4 – Vertical Standards Map </div> </div> <div>DRAFT STAGE</div>	
<div> <div>GRADE 1 – UNIT 4</div> <div>Planting for the Future</div> </div>	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<div> <div> Anchor Text (tradebook): Literary Text (fiction) <i>Miss Rumphius</i> by Barbara Cooney (Penguin Putnam Books, 32pp.) 680L </div> <div> [Summary: Alice Rumphius grows up by the sea, listening to her grandfather’s stories of faraway places. Alice wants to travel to exotic places too, but her grandfather challenges her to do more than just enjoy beauty. He tells her she must make the world more beautiful. Alice grows up to visit famous places, but she remembers her grandfather’s words when she returns to her home by the sea, and she begins scattering lupine seeds all around her town. Beautiful lupines spring up everywhere. Now, when the narrator and her friends visit the Lupine Lady, she challenges them to make the world a more beautiful place.] </div> <div> Supporting Text (in Text Collection) Literary Text (fiction) <i>The Gardener</i>, by Sarah Stewart (Ferrar, Straus, and Giroux, 32pp.) 570L </div> <div> [Summary: During the years following the Great Depression, a young girl moves to the city to help her Uncle Jim in his bakery. The story unfolds in a series of letters from Lydia Grace Finch, first to her Uncle Jim and then to her parents and grandmother back home. Feeling challenged to make her Uncle Jim smile, Lydia plants a secret rooftop garden. On the day that she surprises Uncle Jim with the garden, he surprises her with an amazing cake, covered in flowers—and a letter from her parents explaining that she will be returning home.] </div> </div>	<div> <div> Anchor Text: (in Text Collection): Informational Text <i>The Life Cycle of an Apple Tree</i> , by Linda Tagliaferro, (Capstone press, 2007, 24pp.) 340L </div> <div> [Summary: This informational text explains how apple trees grow. Engaging photos assist the text in helping students follow the cycle from seed to young tree to blossoms to apples. Content-specific vocabulary is reinforced in a glossary.] </div> <div> Supporting Text (tradebook): Informational Text <i>How a Seed Grows</i> by Helene J. Jordan (Harper Collins, 32 pp.) AD400L </div> <div> [Summary: The text explains that seeds are small plants that have not started to grow but that, with care, can become flowers, trees, and beans. Students are led through the step-by-step process of experimentation as they are guided to plant a dozen beans in eggshells. They learn observation as they discover what the beans look like at various stages of growth. Students also learn the elements seeds need to grow into healthy plants.] </div> </div>
Student Resources/ Poetry Collection	Student Resources/ Poetry Collection
<div> <div>Poetry</div> <div> <div>□ “Garden Math” by George Shannon</div> <div>□ “Garden Tip” by George Shannon</div> </div> </div>	<div> <div>Poetry</div> <div> <div>• “Dancing in the Breeze” by George Shannon</div> <div>• “Zucchini” by George Shannon</div> </div> </div>
Standards Highlight	Standards Highlight
<div> <div>Questions</div> <div>Point of View</div> <div>Compare and Contrast characters/experiences</div> </div>	<div> <div>Connections</div> <div>Word meanings</div> <div>illustrations-text ideas</div> </div>
GOALS	GOALS
<div> <div>Readers will identify who is telling a story.</div> <div>Writers will compose a narrative with details and a sequence of events.</div> <div>Learners will explore traditions and lessons passed on from generation to generation.</div> </div>	<div> <div>Readers will describe the connection between two facts in an informational text.</div> <div>Writers will use facts and details to compose an explanatory text.</div> <div>Learners will identify what is necessary for growth.</div> </div>
Big Idea and Content Connection	Big Idea and Content Connection
<div> <div>Generations</div> <div> <div>Social Studies Content Connection</div> <div>1.2.a Families have beliefs, customs, and traditions, which they pass on to other generations.</div> </div> </div>	<div> <div>Generations</div> <div> <div>Science Content Connection</div> <div> <div>LS3.B Variation of Traits</div> <div>Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (I-LS3-I)</div> </div> <div> <div>LS1.A: Structure and Function</div> <div>All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (I-LS1-I)</div> </div> </div> </div>
Enduring Understandings	Enduring Understandings
<div> <div>Readers understand who is telling a story and how that shapes the story.</div> <div>Writers understand that narratives contain characters and sequenced events.</div> <div>Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.</div> </div>	<div> <div>Readers understand the connection between multiple pieces of information in a text.</div> <div>Writers understand that facts and details help explain information to others.</div> <div>Learners understand growth happens over time and that each part of an organism contributes to this process.</div> </div>
Essential Question(s)	Essential Question(s)

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

Readers: How do readers identify who is telling a story? Writers: How do writers create narratives with sequenced events and a sense of closure?	Readers: How do readers make connections between ideas and information? Writers: How do writers write to explain information to others?
Writing Activities	Writing Activities
<p>1. Children are writing a story about a character who passes along a life lesson. After some planning, children flesh out the first event for their story by adding details (could be details in writing or pictures or both). [L5]</p> <p>2. Students will analyze text to answer the question: What do you think is the most important life lesson the main character learns in <i>Miss Rumphius</i>?They will use text evidence to support their responses. [L7. This is still in the unit, but not labeled as Formative Assessment.]</p> <p>3. Children will add a 3rd event to their stories. They will illustrate the sequenced events in their story and write a caption for each event. [L8]</p> <p>3. Students practice writing an ending to their story that gives a sense of closure. [L12]</p>	<p>1. Students will identify three new words they learned from the book <i>The Life Cycle of an Apple Tree</i> and create picture vocabulary cards to add to a class picture dictionary. [L2]</p> <p>2. Children will use their life cycle diagrams (L4) to write the steps in the life cycle of a tree. They will work in small groups. [L5]</p> <p>3. Children share their writing on the life cycle of a tree begun in L5 with a partner and follow suggestions to organize ideas. They turn in a revised informative piece on the life cycle of a tree. [L10]</p> <p>4. Students will contribute pictures to a class mural on the life cycle of plants. Students will use what they learned from both texts to support their decision-making about the steps in the plant life cycle. [L12; This is still here, but not labeled as Formative Assessment.]</p>
PBA Description	
<p>Task: Tell Me Again...</p> <p>Families have beliefs, customs, and traditions that they pass on to other generations. Children will recall and retell what Miss Rumphius’s grandfather teaches her: to go to faraway places, to live by the sea, and to do something to make the world more beautiful. Children will craft their own narrative that tells what Miss Rumphius’s niece, Alice, does after she learns these life lessons from her aunt. Children will:</p> <ul style="list-style-type: none">• write a narrative in which they recount two or more sequenced events• include some descriptive details about sequenced events• use temporal words to signal event order• provide some sense of closure to the story• use verbs correctly <p>Children will illustrate and publish their narratives.</p>	<p>Task: Steps in a Sequence</p> <p>Students will use the information and features found in <i>How a Seed Grows</i> and <i>The Life Cycle of an Apple Tree</i> to create their own book that includes at least three steps that show how a seed grows.</p> <p>Students will:</p> <ul style="list-style-type: none">• introduce the topic: how a seed grows• write the steps from seed to plant [NOTE: Steps might include any of these: seed grows fat; skin pops off; root starts to grow; roots push down in soil; shoots push up; shoots turn green; leaves come out.]• supply some facts about the topic [include what a seed needs to grow]• use temporal words to demonstrate the sequence• draw detailed pictures and diagrams
Supporting Standards Taught*	
<p>RI.1.1 Ask and answer questions about key details in a text. RI.1.6 Identify who is telling the story at various points in a text. RI.1.9 Compare and contrast the adventures and experiences of characters in stories. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1 b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges SL.1.1 c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). SL.1.1 Participate in collaborative conversation with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1 b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges SL.1.1 c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
PBA Target Standards	
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)


<div> <div> </div> <div> Grade 1, Unit 5 – Vertical Standards Map </div> </div>		DRAFT STAGE	
GRADE 1 – UNIT 5 Observing the Messages of the Natural World			
Anchor and Supporting Texts		Module B	
<p><u>Anchor Text (tradebook):</u> Literary Text (fiction) <i>Many Moons</i> by James Thurber (Voyager Books, Harcourt Brace & Co., 48pp.) 790L</p> <p>[Summary: A princess who falls ill explains to her father, the king, that if she can have the moon she will recover. The king’s royal wise men cannot figure out how to obtain the moon but rather spout their individual perspectives about the moon’s size and distance from the earth. Only the court jester solves the problem—he asks the princess what she believes about the moon, realizing that “the moon must be just as large and as far away as each person thinks it is.” The princess receives the moon she envisions and recovers from her illness.]</p> <p><u>Supporting Text (in Text Collection)</u> Informational Text <i>Moon</i>, by Steve Tomecek (National Geographic, 32pp.) Ages 4-8</p> <p>[Summary: The text presents information about the moon—its composition as well as its distance from Earth. Student-friendly Illustrations support facts about the phases of the moon, how the sun affects the moon, and how craters form. Included are past cultural beliefs about the moon and information about its discovery, the moon landing in 1969, and future space travel.]</p>		<p><u>Anchor Text (in Text Collection):</u> Informational Text <i>Planets</i> by Elizabeth Carney (National Geographic Society, 32pp) 640L</p> <p>[Summary: This informational text introduces students to the solar system, defining and explaining stars, the sun, the moon, inner planets, gas giants, and dwarf planets. Sidebar text defines terms, provides additional information, and occasionally offers jokes about the solar system. Illustrations allow students to compare and contrast planets and learn about space exploration. Included are fascinating details about the planet with the weirdest spin, the windiest weather, the tallest mountain, and the longest-lasting storm.]</p> <p><u>Supporting Text (tradebook)</u> Informational Text <i>The Sun</i>, by Martha E. H. Rustad (Capstone Press, 24pp.) 370L</p> <p>[Summary: The text describes the sun as a yellow star that makes life on Earth possible. Key details inform readers of the sun’s distance from Earth, its composition, and its size. Illustrations support facts about the sun as the center of the solar system while also showing how the rotation of Earth affects night and day and the rotation of the sun affects the seasons.]</p>	
Student Resources/ Poetry Collection		Student Resources/ Poetry Collection	
Poetry <ul style="list-style-type: none"> “Running Moon” by Elizabeth Coatsworth “Sleeping Outdoors” by Marchette Chute “Last Song” by James Guthrie 		Poetry <ul style="list-style-type: none"> “Sun” by Nancy Elizabeth Wallace “A Circle of Sun” by Rebecca Kai Dotlich “Sunflakes” by Frank Asch 	
Standards Highlight		Standards Highlight	
Analyze Elements Sensory Details/Details That Inform Text Types		Questions Text Features Support/Evidence	
GOALS		GOALS	
<p>Readers will identify words and phrases from the literary text that describe and appeal to the senses. Readers will identify details in informational text that convey facts about a topic.</p> <p>Writers will use what they learn in literary and informational texts to create a narrative. Writers will use time order to sequence events.</p> <p>Learners will compare messages about the natural world in literary text with information about the natural world in nonfiction text.</p>		<p>Readers will use facts and details found in text features and multiple parts of an informational text to find answers to questions.</p> <p>Writers will use research and experiences to write informational text.</p> <p>Learners will use observations and new learning to make predictions about the universe and its stars.</p>	
Big Idea and Content Connection		Big Idea and Content Connection	
Observation		Observation ESS1.A: The Universe and its Stars Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1- ESS1-1) Examples of patterns might include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; that stars other than our sun are visible at night but not during the day; and that the moon goes through phases including new moon, quarter moon, and full moon. ESS1.B: Earth and the Solar System Seasonal patterns of sunrise and sunset can be observed, described, and predicted. Science Content Connection 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.	
Enduring Understandings		Enduring Understandings	

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<div> <div> </div> <div> Grade 1, Unit 5 – Vertical Standards Map </div> </div> <div>DRAFT STAGE</div>	
<p>Readers understand that sensory details in a text can describe and that facts and details in a text can convey information.</p> <p>Writers understand that narrative texts are sequenced events that include a conclusion with some sense of closure.</p> <p>Learners understand that observations of the natural world can tell us something about the human world.</p>	<p>Readers understand that facts, details, and features enable them to find answers to their questions.</p> <p>Writers understand that research and experiences will enable them to provide answers and information to readers.</p> <p>Learners understand that observation and prediction help us to discover the world.</p>
Essential Question(s)	Essential Question(s)
<p>Readers: How do readers of literary text identify sensory language that describes? How do readers of informational text identify facts and details that convey information?</p> <p>Writers: How do writers use temporal words to sequence narrative texts?</p>	<p>Readers: How do readers read to find answers to questions?</p> <p>Writers: How do writers use facts and key details to answer questions about a topic?</p>
Writing Activities	Writing Activities
<p>1. Students will use pictures and words to describe the characters, setting, and initial plot events in <i>Many Moons</i>. [L1]</p> <p>2. Children will plan several sequential events for a fairy tale they are writing. They will write some details for one of the events. [L5]</p> <p>3. Children write an ending for their fairy tale. [L7]</p>	<p>1. Working together, students will create a map that shows the position and approximate size of planets in our solar system. Students will label the planets. [L3]</p> <p>2. In a shared writing project, children will use information in <i>Planets</i> to write a book explaining the inner planets, gas giants, and dwarf planets to share with a friend in another class. [Begin in L5; end in L11; Formative Assessment described below for L7 and L10]</p> <p>3. Children write three questions about planets and the answers for their planet books. They do shared research using <i>Planets</i> and other texts. [L7]</p> <p>4. Children will write an ending for their planet books with a sense of closure. [L10]</p>
PBA Description	PBA Description
<p>Task: Moon Stories</p> <p>The moon has inspired a wide variety of narrative writing. Students will create their own stories that include the moon as a central feature. Some students may use sensory details to create a main character, like Thurber’s princess, who wants to possess the moon. Others students may use information from <i>Moon</i> to create a descriptive story about future travel to the moon. Students will:</p> <ul style="list-style-type: none"> include two or more sequenced events use temporal words to signal event order provide a conclusion with some sense of closure incorporate sensory words and phrases that describe 	<p>Task: Question and Answer</p> <p>Students will create a question-answer book that poses questions about the planets or other elements in the solar system. Students will participate in shared research on their questions and use the anchor text, supporting text, as well as other texts as research tools. Students will include:</p> <ul style="list-style-type: none"> facts about their topic answers to their questions some sense of closure
Supporting Standards Taught*	Supporting Standards Taught*
<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened; use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>
PBA Target Standards	PBA Target Standards
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>

<div>  <div>Grade 1, Unit 6 – Vertical Standards Map</div> <div>DRAFT STAGE</div> </div>	
GRADE 1 – UNIT 6 Welcoming Diversity	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><u>Anchor Text (tradebook):</u> Narrative Nonfiction (biography) <i>Emma’s Poem</i> by Linda Glaser (Houghton, Mifflin, Harcourt, 32pp.) AD790L</p> <p>[Summary: Growing up in a wealthy American family in the late nineteenth century, Emma Lazarus was troubled when she saw poor immigrants in New York, many of whom had fled persecution. Lazarus defied the prevailing view that women should be seen and not heard. She also defied a widespread prejudice against immigrants. The narrative pairs free verse with detailed, full-page paintings in watercolor ink to tell the history behind the famous inscription on the Statue of Liberty.]</p> <p><u>Supporting Text (in Text Collection)</u> Literary Text (fiction) <i>A Picnic in October</i>, by Eve Bunting (Harcourt Brace & Company, 32pp.) 310L</p> <p>[Summary: A contemporary Italian-American family living in New York City makes its annual pilgrimage to Liberty Island to celebrate the birthday of the Statue of Liberty. Young Mike thinks a picnic in blustery October is just plain dumb, and he's embarrassed by his grandparents' enthusiasm for the outing. However, when Mike observes a family of new Americans who have also come to pay their respects to Lady Liberty, he gains insight into this symbol of freedom.]</p>	<p><u>Anchor Text (tradebook):</u> Informational Text <i>Coming to America: The Story of Immigration</i> by Betsy Maestro (Scholastic Press, 32pp.) 890L</p> <p>[Summary: This informational text sheds light on the unique challenges immigrants face when coming to the United States. The text explores the very real issues of language barriers, culture shock, and social isolation and explains the great effort that is required to overcome these difficulties. The book reinforces the significant contributions immigrants have made to the strength and cultural diversity of our nation.]</p> <p><u>Supporting Text (in Text Collection)</u> Informational Text <i>L is for Liberty</i>, by Wendy Cheyette Lewison (Grosset & Dunlap, 24pp.) 560L</p> <p>[Summary: For more than a century, the Statue of Liberty has stood proudly in New York Harbor, welcoming immigrants as well as native-born Americans. The simple language and bold illustrations help young readers celebrate the statue, her history, and the freedom and diversity for which she stands.]</p>
Student Resources/ Poetry Collection	Student Resources/ Poetry Collection
<p>Poetry</p> <ul style="list-style-type: none"> “Statue of Liberty” by J. Patrick Lewis “Lady Liberty” by Laura Purdie Salas 	<p>Poetry</p> <ul style="list-style-type: none"> “Happy Birthday to Us!” by Laura Purdie Salas “Flag Music” by Laura Purdie Salas “The Big Parade” (song) by Mary Louise Reilly and Lynn Freeman Olson
Standards Highlight	Standards Highlight
Retell Details/ Central Message or Lesson Ask and Answer Questions Words and Phrases	Main Topic Ask and Answer Questions Images/illustrations
GOALS	GOALS
<p>Readers will retell stories, including key information about characters, setting, and major events. Readers will demonstrate understanding of a story’s central message or lesson.</p> <p>Writers will formulate an opinion and support it with good reasons and text evidence.</p> <p>Learners will become aware of American’s rich diversity.</p>	<p>Readers will identify a main topic and retell key details using the text and illustrations.</p> <p>Writers will formulate an opinion and support it with a reason and text evidence.</p> <p>Learners will appreciate the rich diversity of America and celebrate how it fosters understanding between cultures.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Diversity</p> <p>Social Studies Content Connection</p> <p>1.2.d Awareness of America’s rich diversity fosters intercultural understanding.</p>	<p>Diversity</p> <p>Social Studies Content Connection</p> <p>1.2.d Awareness of America’s rich diversity fosters intercultural understanding.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that characters in stories can convey important life lessons.</p> <p>Writers understand that valid opinions are supported by reasons.</p> <p>Learners understand that America is a strong country because of the diversity of its people.</p>	<p>Readers understand that illustrations and details in the text help them identify main ideas about a topic.</p> <p>Writers understand that valid opinions are supported by reasons.</p> <p>Learners understand challenges immigrants faced in America.</p>
Essential Question(s)	Essential Question(s)
<p>Readers: How can we learn life lessons from literary texts?</p> <p>Writers: How do writers support an opinion?</p>	<p>Readers: How do readers use illustrations and key details to understand main ideas in informational texts?</p> <p>Writers: How do writers use what they read to develop and support an opinion?</p>
Writing Activities	Writing Activities

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<div> <div> <div>ReadyGEN</div> <div> </div> </div> <div>Grade 1, Unit 6 – Vertical Standards Map</div> </div> <div>DRAFT STAGE</div>	
<p>1. Students will recall from <i>Emma’s Poem</i> what Emma experiences on her trip to Ward Island. They will select a line from the text and explain how the words prompted Emma to write her famous poem. [L2]</p> <p>2. Over the course of the module, children will write a book review expressing their opinion about one or both of the books they read. [L3–13; Formative Assessment in L8]</p>	<p>1. Children use what they learned in their research to provide a supporting reason for the opinion they wrote in L5. [L6] In L5, they wrote an opinion for the following: What do you think a newcomer who moved to your school would most need help with? Why?</p> <p>2. Using a T-chart, students will create a list of the rewards and challenges that the various people in <i>Coming to America: The Story of Immigration</i> faced when they moved to a new place. Children use information from the T-chart to write either a reason why they would want to move to a new place or a reason why they would not want to.</p> <p>3. Children will use what they learned from <i>Coming to America</i> to write an opinion piece on the following: Do you think it is a good idea to move to a new place? Children will introduce the topic, state an opinion, support the opinion, and create a sense of closure. Sample sentence frame: Many people in America have moved here from other places. I think it [WOL <is/is not>] a good idea to move to a new place. I think this because [WOL]. I learned from the text that [WOL].</p>
PBA Description	PBA Description
<p>Task: Book Review</p> <p>In this unit, students read about characters who come to understand the challenges of immigration, either by being immigrants, knowing immigrants, or witnessing the arrival of immigrants. Students will write a review of one of the texts they have read. They will select two lines from the text and, using illustrations and words, offer their perspective on the impact or feelings the lines suggest and explain why the lines evoke that feeling.</p> <p>Students will:</p> <ul style="list-style-type: none"> introduce the topic by stating which book they are writing about. state an opinion about the book and integrate the lines they have cited into their overall opinion of the text. provide some sense of closure. 	<p>Task: Opinion Piece</p> <p>Students will think about the people they read about in this unit who moved to a new place. Using the T-chart created for Lesson 10, they will consider the rewards and challenges that people faced when they moved.</p> <p>Then students will imagine their own family is talking about moving to a new place and they have been asked to give their opinion. Would they like to move to a new place, or would they rather stay where they live now? Students will write their opinion about moving.</p> <p>Students will:</p> <ul style="list-style-type: none"> introduce the topic by stating what decision they are writing about. state an opinion about moving to a new place and supply a reason for it, using the information from the T-chart to help support their reason. provide some sense of closure.
Supporting Standards Taught*	Supporting Standards Taught*
<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>
PBA Target	PBA Target
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)